

## DOCUMENT RESUME

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## ABSTRACT

Intended for use in parent education activities, the manual presents guidelines for making 24 instructional toys and lesson plans for using the toys with preschool handicapped children. Each toy is presented in terms of an illustration, a list of specific skills to be developed by the child using the toy, materials needed, time required to make the toy, procedure for making the toy, suggested uses, and an evaluation chart (for noting dates and comments on the child's achievement). Some of the toys included are spools for stringing, spools of graduated sizes, graduated cans, a lacing shoe, a sandpaper alphabet, a lotto game, sequence cards, lacing cards, a bud button can, a geoboard, and rough and smooth cards. (DB)

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The Austin Early Childhood  
Special Education Program

INEXPENSIVE AND EASILY MADE  
INSTRUCTIONAL MATERIALS

Outreach Project  
Austin Early Childhood Special Education  
Austin Independent School District

Spring, 1977

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## Acknowledgements

The idea for this booklet originated while the author served as the Preschool Coordinator with the Staff Training Program in Early Childhood Education for Handicapped Children, Department of Special Education, the University of Texas at Austin.

A program based on these ideas was presented at the Council for Exceptional Children's national meeting in Dallas, Texas in 1973.

The following students, ~~Judith H. H.~~ Steve Lansdowne, Martha Piza, Linda Hughes, Beth Smallwood, Anne Walker, and Jeanette Walker, made contributions and submitted ideas for the toys and games while participating in the training program.

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## TABLE OF CONTENTS

Introduction .....	1
Guidelines for Teaching Your Child .....	3
Spools for Stringing .....	4
Spools of Graduated Sizes .....	6
Graduated Cans .....	8
Concentration .....	10
Lacing Shoe .....	12
Sandpaper Alphabet.....	14
Lotto Game .....	16
Sequence Cards .....	18
Preposition Cards .....	20
Matching .....	22
Lacing Cards.....	24
Button Can.....	26
Geoboard.....	28
Screen Weaving.....	30
Ball Point Marker.....	32
Food Can Labels.....	34
Rough and Smooth Cards.....	36
Textures Discs.....	38

Touch and See Book.....	40
Sound Cylinders.....	42
Milk Carton Blocks.....	44
Detergent Bottle Bowling Pins.....	46
Pull Can.....	48
Can-Stilts.....	50
References.....	52

## INTRODUCTION

When educators ask parents to help their child with "auditory discrimination," "eye-hand coordination," "concept development" and so forth they are making assumptions that the parent knows what they are talking about, as well as how to go about doing it. Parents --- in their eagerness to please and to help their child--- agree to cooperate, but frequently do not know exactly what to do. They are perhaps too embarrassed to ask "What does that mean?", "How?" and "With what?"

### Purpose

This booklet was prepared for use in parent education activities and as an example of one approach to parents' often unspoken and unanswered questions. The idea of preparing guidelines for making toys and including lesson plans to explain how to use the toys evolved from working directly with parents of preschool handicapped children.

Many parents seemed to feel that skills could be taught only if commercially manufactured equipment or materials were utilized; thus an effort was made to select items that were easy for parents to make from materials that were readily

available, reasonable in cost, and versatile in use. Guidelines for making and using the toys in "games" or "lessons" with the child constitute the major portion of this booklet.

### Organization of the Booklet

The lesson plan page on the right side of the book describes the activity. Each lesson plan tells how to make a toy and how to use it, and includes an evaluation section to be filled out by the parent at the end of the lesson. The page that faces the lesson plan page lists the specific skills that a child can develop by working with the toy with an adult, and includes a drawing of the toy.

A child might master a skill in one lesson or he might require an indeterminate amount of time to master it. As a result no time limit for mastery of a skill is given. Suggestions are made regarding the amount of time required to make a material prior to the lesson. The amount of time to be spent on an activity is dependent on the child's attention span, and the activity should never result in frustration for either the child or the parent.

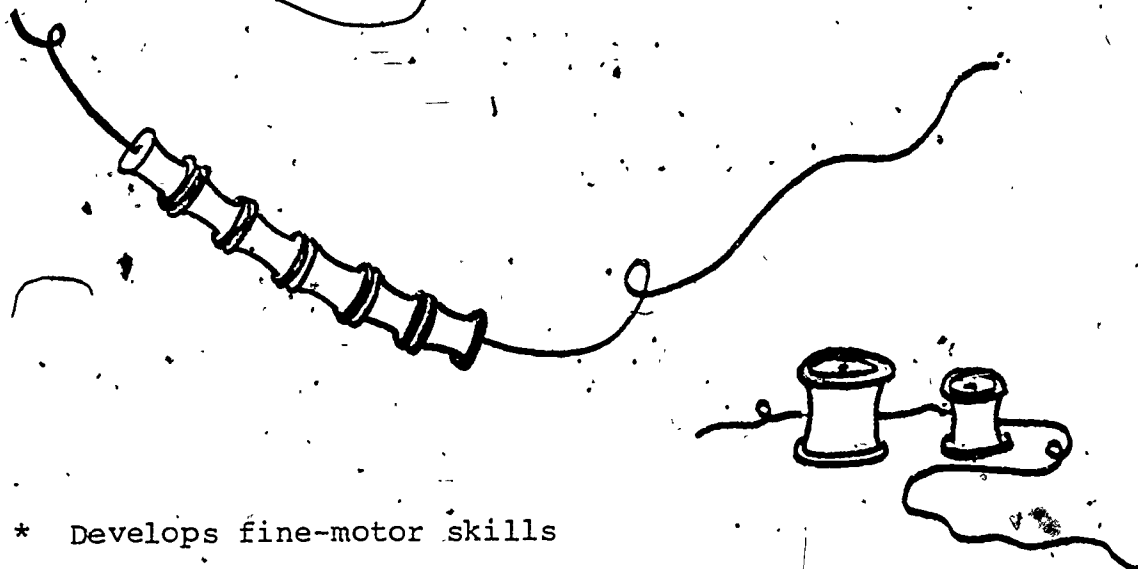
Guidelines are included for using the booklet. However, the parent knows his child best and modifications should be made depending on the child's interest, capabilities, and the parent's experience.

## GUIDELINES FOR TEACHING YOUR CHILD

- \* Choose a place to work where there are no distractions.
  - \* Choose a time that is consistent each day.
  - \* Do the activity daily except for Saturday and Sunday.
  - \* Keep the materials for the lesson off the child's play shelf.
  - \* Bring the materials out when you are ready to begin the lesson.
  - \* Keep the sessions short.
  - \* Should you or your child feel bad one day, skip the lesson for that day.
  - \* Encourage your child to participate, but never force him.
- Make it a fun time.
- \* Fill in the evaluation each time you work with your child.
  - \* If the lesson you choose is too difficult, switch to an easier task. Make note of this on the evaluation form.



## SPOOLS FOR STRINGING



- \* Develops fine-motor skills
- \* Develops sequence skills
- \* Develops left to right progression
- \* Develops visual memory and recall
- \* Develops eye-hand coordination
- \* Develops color vocabulary
- \* Develops classification - sorting by size, color
- \* Develops tactile awareness
- \* Develops visual perception
- \* Develops mathematical skills

## SPOOLS FOR STRINGING

### LESSON PLAN

**MATERIALS NEEDED:** 12 spools, all same size  
paint (red, yellow, blue, green)  
Cord  
Scotch Tape or Glue

**TIME TO MAKE:** 1 hour

**PROCEDURE:**

1. Remove paper from the spools.
2. Paint the spools so that 3 are red, 3 are green, 3 are yellow and 3 are blue
3. Wrap Scotch Tape securely around one end of cord to make a tip or dip tip in glue.
4. Tie a knot in the other end of the cord.

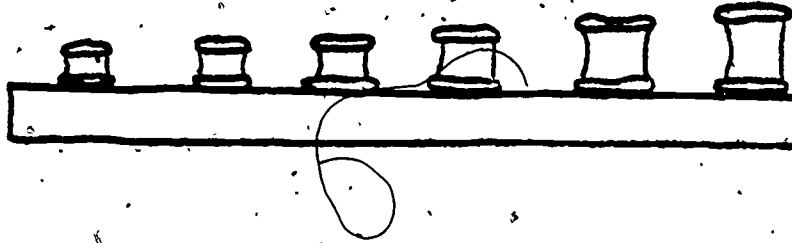
**SUGGESTED USE:**

- Place the spools and cord in a basket or box
- Show the spools to the child; it may be necessary to demonstrate how to string the cord through the spool.
- Offer encouragement as the child works; reinforce him for stringing each bead, whether he does it alone or with help.
- Add more spools and longer cord as the child improves

### EVALUATION:

Date	Can do Alone	Can do With help	Cannot Do	Comments

## SPOOLS OF GRADUATED SIZE



- \* Develops eye-hand coordination
- \* Develops visual discrimination
- \* Develops vocabulary (color, size)
- \* Develops size relationships
- \* Develops left to right progression
- \* Develops fine-motor skills
- \* Develops sequence skills

# SPOOLS OF GRADUATED SIZE

## LESSON PLAN

### MATERIALS NEEDED:

5-6 spools of graduated sizes  
 5-6 nails (with heads small enough to fit holes of spools)  
 Board (about 4" x 15")  
 Paint (red, yellow, blue, green)

### TIME TO MAKE:

1 hour

### PROCEDURE:

1. Paint the board and the spools
2. Nail the nails in the board about 1 1/2" apart. Leave about 3/4" of each nail showing.

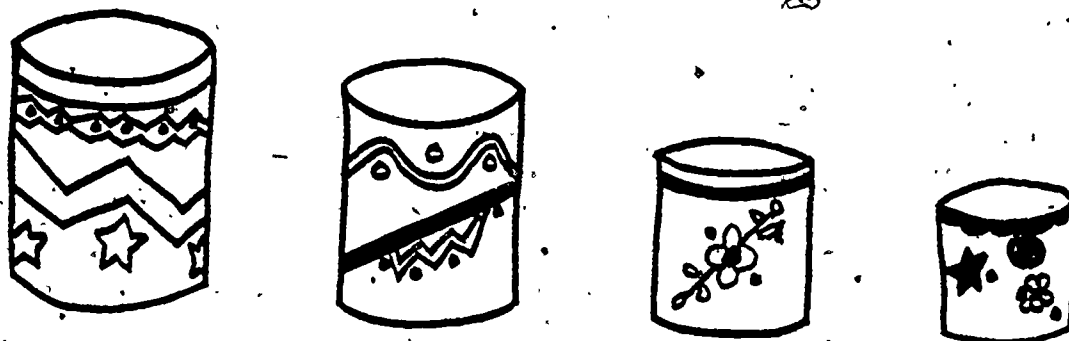
### SUGGESTED USE:

- Show the toy to the child with the spools arranged in sequential order
- Have him remove the spools
- Help him place the spools back on the nails in sequential order
- Encourage him to sequence the spools by himself

### EVALUATION:

Date	Can do Alone	Can do With Help	Cannot Do	Comments

## GRADUATED CANS



- \* Develops size relationships
- \* Develops color names
- \* Develops discrimination
- \* Develops balance
- \* Develops prepositions
- \* Develops grading, sorting, nesting
- \* Develops vocabulary - little, big, bigger, smaller

# GRADUATED CANS

## LESSON PLAN

### MATERIALS NEEDED:

4 Cans (Frozen juice can, soup can, #2 can, #3½ can or any cans that stack or nest).  
Can Opener  
Paint (Yellow, red, blue, green) or contact paper,

### TIME TO MAKE:

40 minutes

### PROCEDURE:

1. Remove one end of each can and wash each can. Be sure there are no rough edges.
2. Remove paper
3. Paint the cans or cover with contact

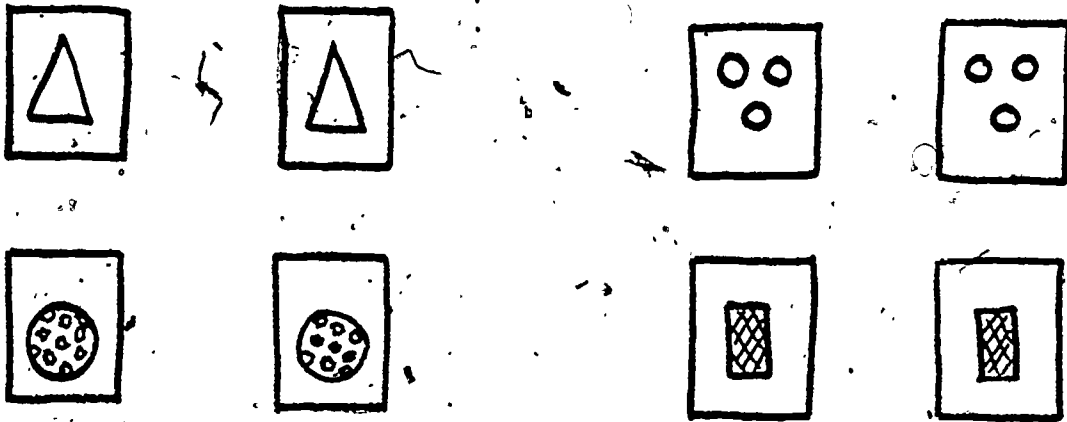
### SUGGESTED USE:

- Give the cans to the child and observe what he does with them.
- Suggest that he turn the cans over and build a tower. Do the same for nesting.
- For the very young child start out with 2 cans. Add more as he masters the task.
- Talk about the 'big,' 'little,' and 'bigger' can.

### EVALUATION:

Date	Can do Alone	Can do with Help	Cannot Do	Comments

## CONCENTRATION



- \* Develops visual memory
- \* Develops concept of textures
- \* Develops size relationships
- \* Develops shape discrimination
- \* Develops ability to follow directions
- \* Develops prereading skills

## CONCENTRATION

### LESSON PLAN

**MATERIALS NEEDED:** Cardboard, tagboard  
Paste  
Fabric scraps

**TIME TO MAKE:** 15 minutes

**PROCEDURE:**

1. Cut pieces of fabric into different shapes and sizes, making 2 of each kind
2. Paste each shape on a piece of cardboard which is cut to playing-card size
3. Make 2 cards of each shape

**SUGGESTED USE:**

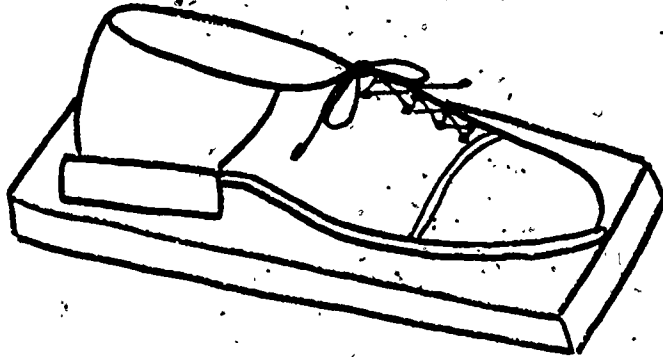
- Place 2-6 pairs of cards (depending on the child's ability) face down on the table.
- Turn over two at a time, trying to remember cards which have been previously turned up in order to make a pair.
- When a pair is matched, that player keeps the cards.
- The player who matches the most cards wins.
- These cards may also be used for "same-different" games.

### EVALUATION:

Date	Can do Alone	Can do With help	Cannot Do	Comments



## LACING SHOE



- \* Develops ability to lace
- \* Develops thinking skills
- \* Develops progress from side to side
- \* Develops concentration
- \* Develops vocabulary
- \* Develops eye-hand coordination

## LACING SHOE

### LESSON PLAN

**MATERIALS NEEDED:** One piece of board  
One shoe with 2 laces (1 white and 1 black)  
2 nails, hammer, paint.

**TIME TO MAKE:** 15 minutes

**PROCEDURE:**

1. Paint the board
2. Nail the shoe to the board so that it is secure
3. Tie the black and white shoe lace together

**SUGGESTED USE:**

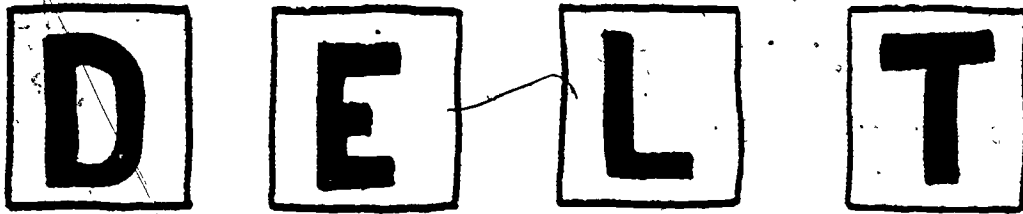
- Place the board with the shoe attached in front of the child so that the toe is pointed away from him
- Start the lacing for the child
- Talk about "First the white one goes in and out, and then the black one goes in and out."
- Demonstrate the procedure if necessary
- Praise the child if he laces 2 or 3 holes the first time.
- Continue the next time until he can finish the task. \*\*

\*\* When he demonstrates readiness begin teaching him to tie.

### EVALUATION:

Date	Can do Alone	Can do With Help	Cannot Do	Comments

## SANDPAPER ALPHABET



- \* Reinforces left-right sequence
- \* Develops tactile discrimination
- \* Develops kinesthetic discrimination
- \* Develops auditory discrimination
- \* Develops visual discrimination
- \* Develops fine-motor skills
- \* Develops the ability to recognize letters and letter forms
- \* Develops readiness for writing.

## SANDPAPER ALPHABET

### LESSON PLAN

#### MATERIALS NEEDED:

Poster board, tag board, or cardboard  
Sandpaper (fine)  
Ruler, scissors, paste, pencil  
Letters to trace if available

#### TIME TO MAKE:

2 hours

#### PROCEDURE:

1. Cut 26 cards 6" by 6"
2. Trace letters on sandpaper and cut them out
3. Paste letters on the cards, one per card

#### SUGGESTED USE:

- Start out with 3-4 cards
- Allow time for the child to examine the card and feel the texture
- Tell him the name of the letter or the sound it makes
- Have the child trace each letter as he says its name.

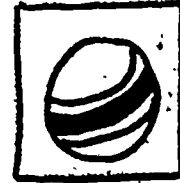
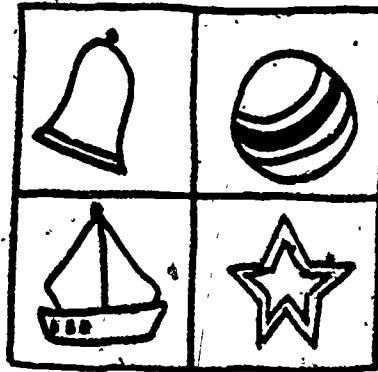
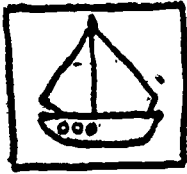
\*\* Use these cards when the child begins recognizing and asking about the alphabet

Keep a record of the ones he learns and add new ones accordingly.

#### EVALUATION:

Date	Can do Alone	Can do With Help	Cannot Do	Comments

# LOTTO GAME



- \* Develops fine-motor coordination
- \* Promotes form discrimination
- \* Promotes shape discrimination
- \* Promotes creative expression
- \* Builds vocabulary
- \* Develops concept of grouping
- \* Develops ability to identify objects

## LOTTO GAME

### LESSON PLAN

#### MATERIALS NEEDED:

Cardboard, shirt board, or any heavy tag board  
Sets of pictures that are alike  
Paste, scissors, ruler  
Clear Contact

#### TIME TO MAKE:

20 minutes

#### PROCEDURE:

1. Cut out large cards and measure off 4 spaces on each card. Add more spaces as the child becomes skillful at the game.
2. Cut out small cards to fit in the 4 spaces.
3. Cut out 2 sets of 4 pictures: (Use magazines, catalogues, advertisements, commercial stickers, etc.)
4. Paste one of each picture on the small cards and one of each on the large card.
5. Cover with contact paper.

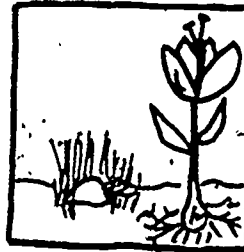
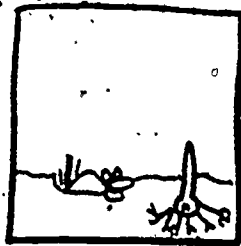
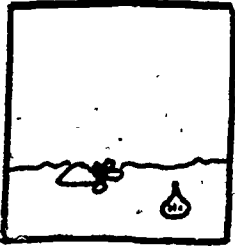
#### SUGGESTED USE:

- Name each object in the pictures.
- Give the child the big card.
- Hold up one card at a time and have him find one like it on the large card.
- Match all the pictures on the card.

#### EVALUATION:

Date	Can do Alone	Can do With help	Cannot Do	Comments

## SEQUENCE CARDS



- \* Develops left-right directionality
- \* Develops verbal skills
- \* Develops story telling.
- \* Develops visual skills
- \* Develops picture interpretation
- \* Develops inferential thinking
- \* Develops sequencing skills

## SEQUENCE CARDS

### LESSON PLAN

#### MATERIALS NEEDED:

Posterboard, cardboard, heavy tagboard, or shirt board  
Picture of simple sequence from children's books, funny papers, magazines, workbooks, etc.  
Paste, scissors, clear contact paper

#### TIME TO MAKE:

15 minutes

#### PROCEDURE:

1. Cut the cardboard in sizes to fit the pictures
2. Choose 3 pictures for young children. Add more as the child is able to cope with the task.
3. Paste the pictures on the cards. Cover with contact paper.

#### SUGGESTED USE:

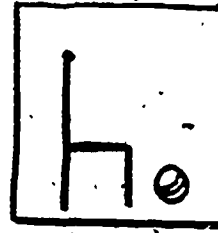
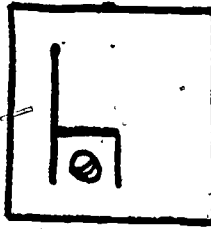
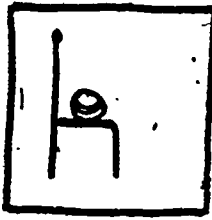
- Show the child the cards in the right order
- Tell him a story about the pictures
- Ask him to tell the story if he is able
- Mix the cards up and ask him to put them in the right order
- Allow him to demonstrate this over a period of several days so you can be sure he knows the sequence.

#### EVALUATION:

Date	Can do Alone	Can do With Help	Cannot Do	Comments



## PREPOSITION CARDS



- \* Develops receptive language
- \* Develops ability to follow directions
- \* Develops concept of on, under, over
- \* Develops visual discrimination
- \* Develops auditory discrimination
- \* Develops vocabulary

# PREPOSITION CARDS

## LESSON PLAN

**MATERIALS NEEDED:** Heavy cardboard, Poster board, etc.  
Felt pen or pictures  
Clear contact paper

**TIME TO MAKE:** 15 minutes

**PROCEDURE:**

1. Cut the cardboard in 6" x 6" squares
2. Make 3 cards showing chairs with balls on, under, and over them.
3. Cover with clear contact paper so that the cards will stay clean

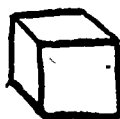
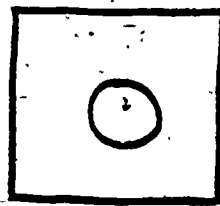
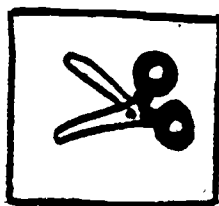
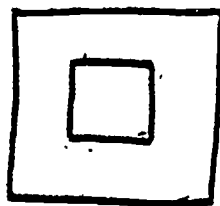
**SUGGESTED USE:**

- Before presenting the cards work with concrete objects
- Create a "hunting" game and a "following directions" game. Example: "Can you find the book on the table?"
- Ask the child to point to the card that shows the ball in a specific place.

## EVALUATION:

Date	Can Do Alone	Can Do With Help	Cannot Do	Comments

## MATCHING



- \* Develops visual discrimination
- \* Develops manual dexterity
- \* Develops eye-hand coordination
- \* Develops shape relationships
- \* Develops size discrimination
- \* Develops ability to follow directions
- \* Develops prereading skills

## MATCHING

### LESSON PLAN

**MATERIALS NEEDED:** Shirt cardboards or tag board  
Pen or pencil  
Different sizes of boxes, tin cans, or  
other object

**TIME TO MAKE:** 10 minutes.

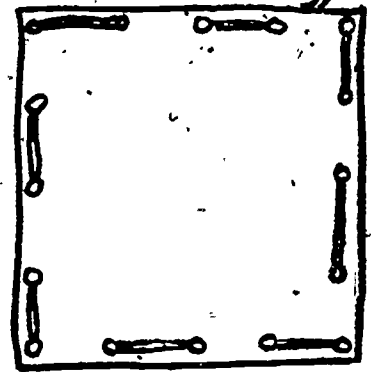
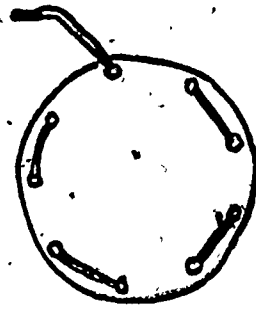
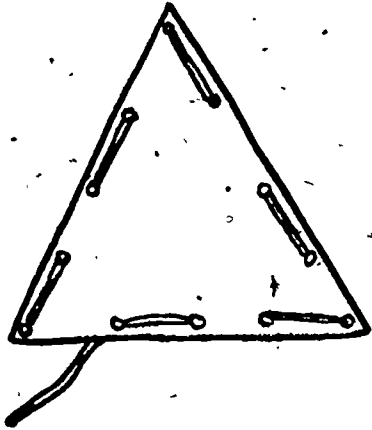
**PROCEDURE:** 1. On each piece of cardboard, trace  
around the bottom of an object

**SUGGESTED USE:** Have the child match the object with  
its corresponding drawing, placing  
the object directly on the outline.

### EVALUATION:

Date	Can Do Alone	Can Do With Help	Cannot Do	Comments

## LACING CARDS



- \* Develops eye-hand coordination
- \* Develops concept of in and out
- \* Develops muscle control
- \* Develops concept of shape
- \* Develops sense of space
- \* Develops logical thinking

# LACING CARDS

## LESSON PLAN

**MATERIALS NEEDED:** Heavy cardboard  
Hole punch or eyelet (Dritz)  
Yarn or shoe lace  
Scotch tape

**TIME TO MAKE:** 30 minutes

**PROCEDURE:**

1. Cut the heavy cardboard into large 8" x 8" geometric shapes (circle, triangle, square)
2. Make holes around the edge, spaced evenly
3. Cut yarn approximately 24" long. Wrap scotch tape around one end carefully. Tie a knot in the other end.

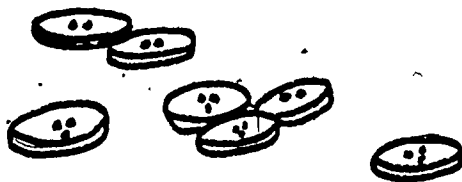
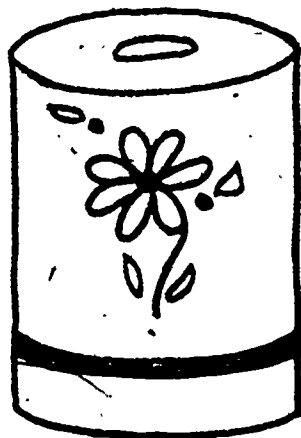
**SUGGESTED USE:**

- Place the board and yarn in front of the child. Observe his actions.
- If he needs help explain how to put the yarn through the hole and pull.
- Do not correct what he does. Praise his efforts.
- Work toward neat and orderly lacing.

### EVALUATION:

Date	Can do Alone	Can do With help	Cannot Do	Comments

## BUTTON CAN



- \* Develops manual dexterity
- \* Develops visual discrimination
- \* Develops color concepts
- \* Develops size concepts
- \* Develops auditory discrimination
- \* Develops concept of in and out

## BUTTON CAN

### LESSON PLAN

**MATERIALS NEEDED:** Coffee can with plastic top  
Contact paper  
Buttons, scissors, felt

**TIME TO MAKE:** 10 minutes

**PROCEDURE:**

1. Cut a felt piece the size of the bottom of the can
2. Paste it in the bottom of the can
3. Cut a slit in the plastic top a little larger than the largest button

**SUGGESTED USE:**

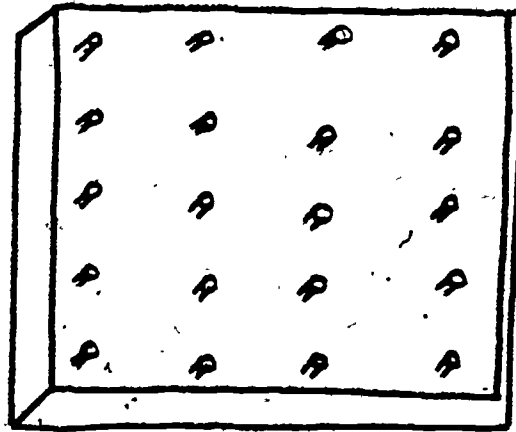
- Place the can in front of the child with the buttons nearby
- Pick up a button and place it in the can
- Encourage the child to do the same

### EVALUATION:

Date	Can do Alone	Can do With Help	Cannot Do	Comments



## GEOBOARD



- \* Develops fine muscle skills
- \* Develops eye-hand coordination
- \* Develops vocabulary
- \* Develops shape concepts
- \* Develops tactile discrimination
- \* Develops concentration
- \* Develops attention span

# GEOBOARD

## LESSON PLAN

**MATERIALS NEEDED:** A square piece of wood at least one inch thick  
A variety of rubber bands  
A dozen two-inch finishing nails

**TIME TO MAKE:** 30 minutes

**PROCEDURE:**

1. Sand the rough edges off the board
2. With a ruler and felt pen, mark off the board with rows of dots at  $1\frac{1}{2}$  inch intervals
3. Hammer a nail into each dot to a depth of  $\frac{1}{2}$  inch

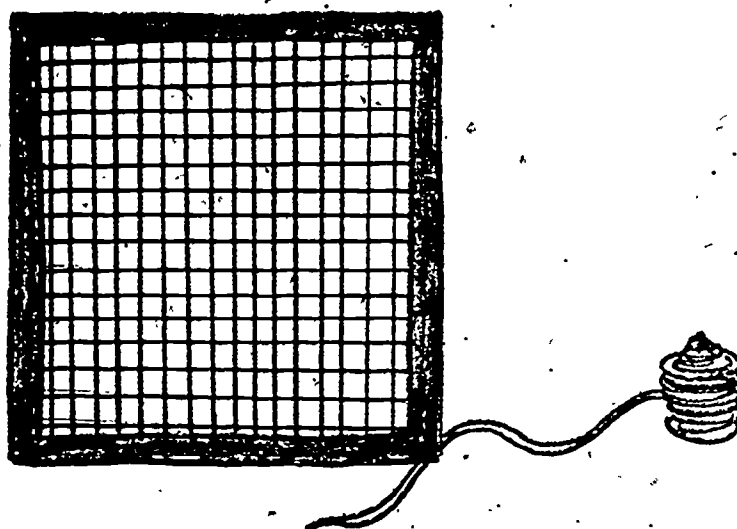
**SUGGESTED USE:**

- Place the geoboard and rubber bands in front of the child
- Let the child stretch rubber bands over the nails, forming designs
- It may be necessary to demonstrate the process of stretching
- After the child has practiced, have him copy shapes or make ones of his own

### EVALUATION:

Date	Can do Alone	Can do With Help	Cannot Do	Comments

## SCREEN WEAVING



- \* Develops manual dexterity
- \* Develops eye-hand coordination
- \* Develops directionality
- \* Develops tactile awareness
- \* Develops visual discrimination
- \* Develops ability to organize

# SCREEN WEAVING

## LESSON PLAN

### MATERIALS NEEDED:

Electricians tape  
Wire screen with approximately  $\frac{1}{4}$  inch squares  
Yarns of different colors  
Scotch tape

### TIME TO MAKE:

15 minutes

### PROCEDURE:

1. Cut wire screen into 10-inch squares
2. Cover the rough edges with electricians tape
3. Wrap the ends of the yarn pieces with Scotch tape to make a stiff section that can easily be pushed through the sections of screen

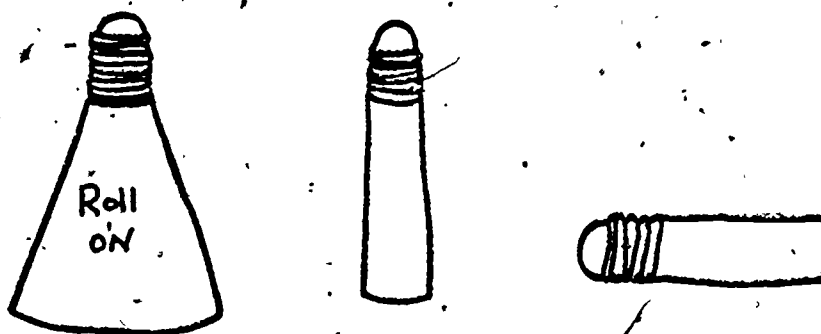
### SUGGESTED USE:

- Weave the yarn into the screen
- It will be necessary to tie the yarn to one side of the screen so it will not pull through
- Have the child copy patterns after he is able to weave easily

### EVALUATION:

Date	Can Do Alone	Can do With Help	Cannot Do	Comments

## BALL POINT MARKER



- \* Develops manual dexterity
- \* Develops directionality
- \* Develops language skills
- \* Develops color names

# BALL POINT MARKER

## LESSON PLAN

**MATERIALS NEEDED:** Empty roll-on deodorant bottle  
Liquid Starch  
Food coloring  
Paper

**TIME TO MAKE:** 15 minutes

**PROCEDURE:**

1. Remove the ball from the bottle.
2. Wash out the bottle and fill with liquid starch.
3. Add a few drops of coloring to the starch.
4. Replace the ball in the bottle opening to make a large ballpoint marker.

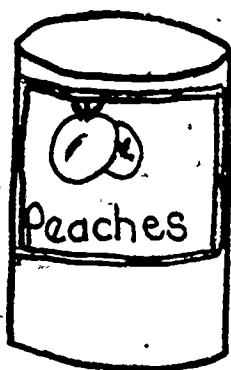
**SUGGESTED USE:**

- Give the child the marker and a large sheet of paper
- Encourage the child to draw pictures on the paper
- Demonstrate how to manipulate the marker if necessary

### EVALUATION:

Date	Can do Alone	Can do With Help	Cannot Do	Comments

## FOOD CAN LABELS



- \* Develops visual discrimination
- \* Develops vocabulary
- \* Develops one-to-one correspondence
- \* Develops labeling
- \* Develops matching
- \* Develops prereading skills

## FOOD CAN LABELS

### LESSON PLAN

**MATERIALS NEEDED:** Labels from used food cans  
Identical used food cans with labels intact  
Poster board

**TIME TO MAKE:** 15 minutes

**PROCEDURE:**

1. Carefully remove the labels from empty food cans
2. Paste the labels on pieces of cardboard or poster board
3. Wash the matching food cans

**SUGGESTED USE:**

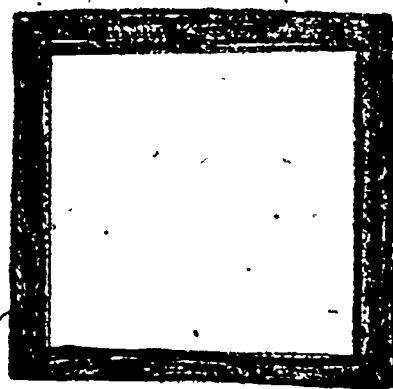
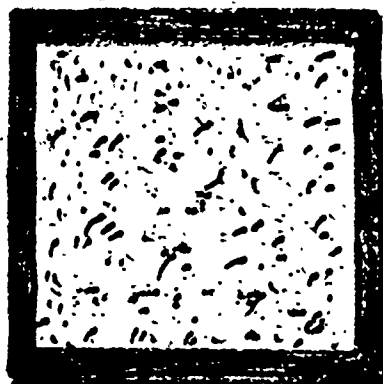
- Give the child a label and ask him to find a can of the same food (same label). This can be done during meal planning or during shopping.
- When making up the shopping list, allow the child to select several of his labels and add these items to the shopping list

### EVALUATION:

Date	Can do Alone	Can do With help	Cannot Do	Comments



## ROUGH AND SMOOTH CARDS



- \* Develop discrimination
- \* Develop ability to identify and match objects by touch and feel
- \* Develops perceptual learning
- \* Develops visual discrimination
- \* Develops vocabulary "rough" and "smooth"

## ROUGH AND SMOOTH CARDS

### LESSON PLAN

**MATERIALS NEEDED:** Heavy tag board  
Sandpaper, clear contact paper  
Paste, scissors, ruler

**TIME TO MAKE:** 10 minutes

**PROCEDURE:**

1. Cut two cards 5" x 6"
2. Cut pieces of sandpaper and contact 1/8" smaller
3. Paste sandpaper on one card and mount contact paper on the other card.

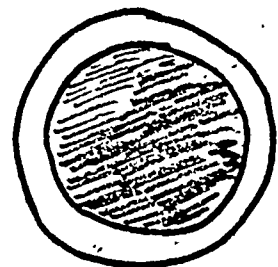
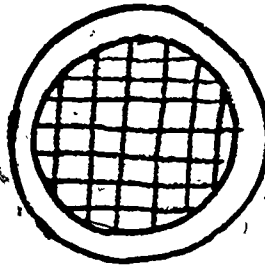
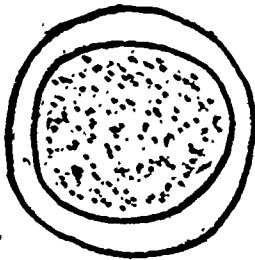
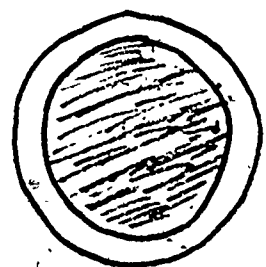
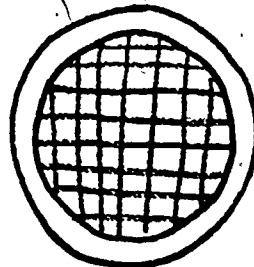
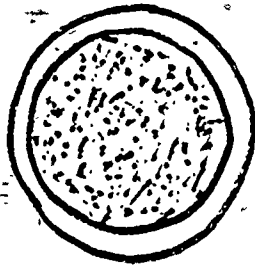
**SUGGESTED USE:**

- Give the cards to the child
- Have him use his finger tips to gently feel the cards
- Tell him the sandpaper card feels "rough" and the contact card feels "smooth"
- Ask the child which card is rough and which one is smooth

### EVALUATION:

Date	Can Do Alone	Can Do With Help	Cannot Do	Comments

## TEXTURES DISCS



- \* Develops tactile discrimination
- \* Develops vocabulary
- \* Develops sensory awareness
- \* Develops matching ability

# TEXTURE DISCS

## LESSON PLAN

**MATERIALS NEEDED:** Large box  
Tag board  
Different textures--sandpaper, plastic,  
cotton, velvet, etc.  
White glue

**TIME TO MAKE:** 45 minutes

**PROCEDURE:**

1. Cut circles out of tagboard, about three inches in diameter
2. Cut circles out of the textured materials, about 2 1/2 inches in diameter.
3. Glue textures on the tagboard, making two discs of each texture
4. Place one set of textures in the box
5. Cut a four inch hole in the box

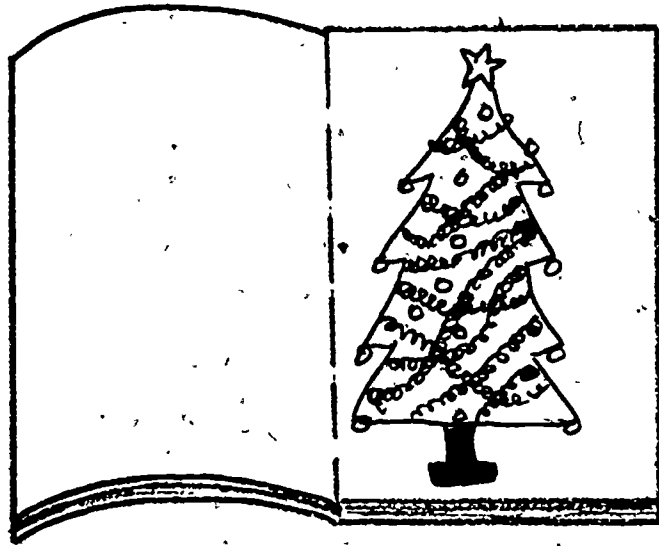
**SUGGESTED USE:**

- Allow the child time to manipulate one set of texture discs
- Tell him the names (rough, smooth, slick, etc.) if he does not know them
- Give him the box with the other set of texture discs
- Tell him to feel one of his textures and to then find the same texture in the box
- He is to put his hand into the box and find the matching texture by feeling only
- It may be necessary to start out with three or four different distinctive textures, gradually adding more later on

### EVALUATION:

Date	Can Do Alone	Can do With Help	Cannot Do	Comments

TOUCH AND SEE BOOK



- \* Develops sensory discrimination
- \* Develops vocabulary
- \* Develops left to right
- \* Develops tactile discrimination
- \* Develops prereading skills

# TOUCH AND SEE BOOK

## LESSON PLAN

**MATERIALS NEEDED:** Four sheets of poster board  
Two loose leaf rings  
A variety of textures such as sandpaper, velvet, denim, corduroy, fur, cotton balls, etc.

**TIME TO MAKE:** 1 hour

**PROCEDURE:**

1. Cut each sheet of poster board into four equal parts
2. On each part glue a sample of a texture
3. Punch holes on the left side of each "page" and connect the pages with the rings to form a book

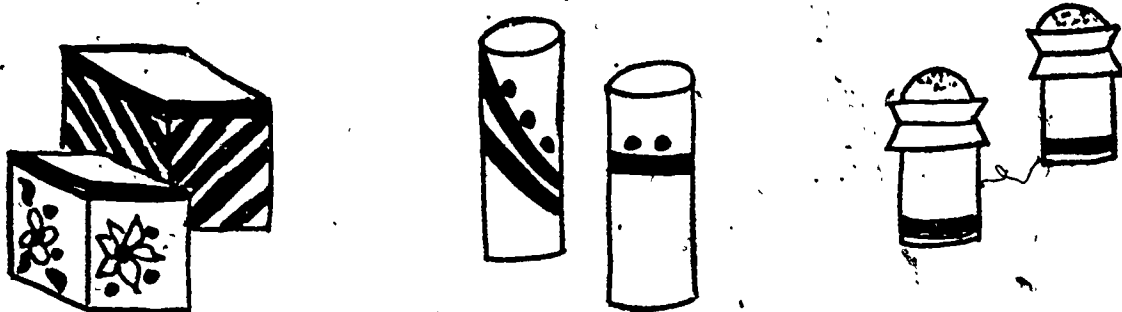
**SUGGESTED USE:**

- Let the child touch the textures
- Make comments such as "This is smooth" or "This is rough," "Show me \_\_," "Find the \_\_," "Tell me how this feels"

### EVALUATION:

Date	Can do Alone	Can do With Help	Cannot Do	Comments

## SOUND CYLINDERS



- \* Develops the ability to receive auditory input
- \* Develops the ability to differentiate sounds
- \* Develops the ability to organize
- \* Develops the ability to interpret
- \* Develops the ability to understand what is heard

# SOUND CYLINDERS

## LESSON PLAN

**MATERIALS NEEDED:** 6 small tins or cylinders that cannot be seen through (film cans, bouillon containers, toilet paper rolls, bandaid boxes, etc.)  
Rice, sand, beans

**TIME TO MAKE:** 20-25 minutes

**PROCEDURE:**

1. Place the same amount of rice, sand and beans in 6 different containers so that there are 2 of each.
2. Secure the tops carefully

**SUGGESTED USE:**

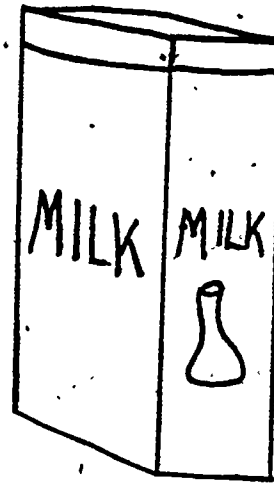
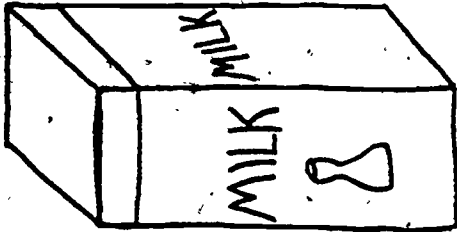
- Allow the child time to shake the containers on his own.
- Give him 2 cylinders (sand and beans) to shake. Ask him if they make the same sound. If he says "No" then say "They make a different sound." If he does not answer correctly have him shake the cylinders again and tell him the answer.
- Continue the game on other days, gradually adding more cylinders with finer discrimination.

### EVALUATION:

Date	Can do Alone	Can do With Help	Cannot Do	Comments



## MILK CARTON BLOCKS



- \* Develops manual dexterity
- \* Develops size relationships
- \* Develops balance
- \* Develops vocabulary
- \* Develops one-to-one correspondence
- \* Develops matching ability
- \* Develops creativity

# MILK-CARTON BLOCKS

## LESSON PLAN

### MATERIALS NEEDED:

Pairs of empty milk cartons -  $\frac{1}{2}$  pint, pint, quart,  $\frac{1}{2}$  gallon, gallon  
Contact paper, masking tape, fabric

### TIME TO MAKE:

5 minutes

### PROCEDURE:

1. Cut off the spout end of two cartons that are the same size, just below the area which folds to form the spout.
2. With open ends facing, slowly push one carton into the other as far as possible.
3. Wrap masking tape around the ends of the block or cover the entire block with cloth or contact paper.
4. Beans or rice may be placed in the inside carton before inserting it in the outside carton.

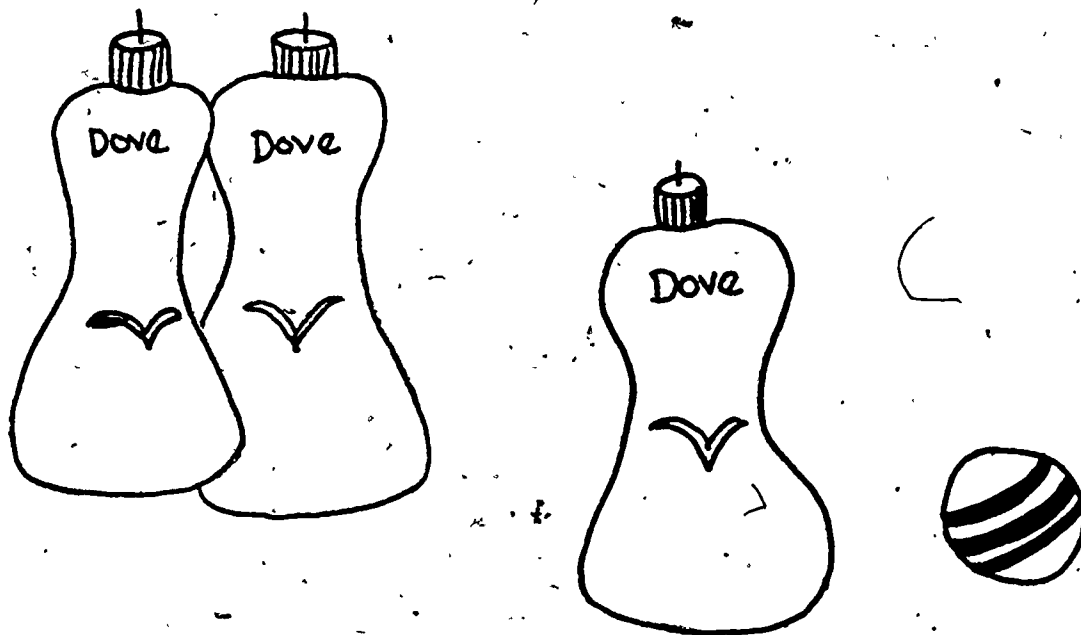
### SUGGESTED USE:

- Place a variety of different sized blocks in front of the child. Observe what he does.
- Suggest activities if necessary: build a tower, arrange blocks according to size, pick out the little block or the big block, build a house or barn.
- When he is busy with the blocks move back to observe.

### EVALUATION:

Date	Can Do Alone	Can do With Help	Cannot Do	Comments

## DETERGENT BOTTLE BOWLING PINS



- \* Develops gross motor skills
- \* Encourages cooperative play
- \* Develops eye-hand coordination
- \* Develops visual discrimination
- \* Develops counting skill

# DETERGENT BOTTLE BOWLING PINS

## LESSON PLAN

**MATERIALS NEEDED:** Four or five empty plastic dish detergent bottles  
A ball (softball size)  
Sand or small rocks

**TIME TO MAKE:** 15 minutes

**PROCEDURE:**

1. Place a small amount of sand or rocks in each bottle
2. Secure the caps

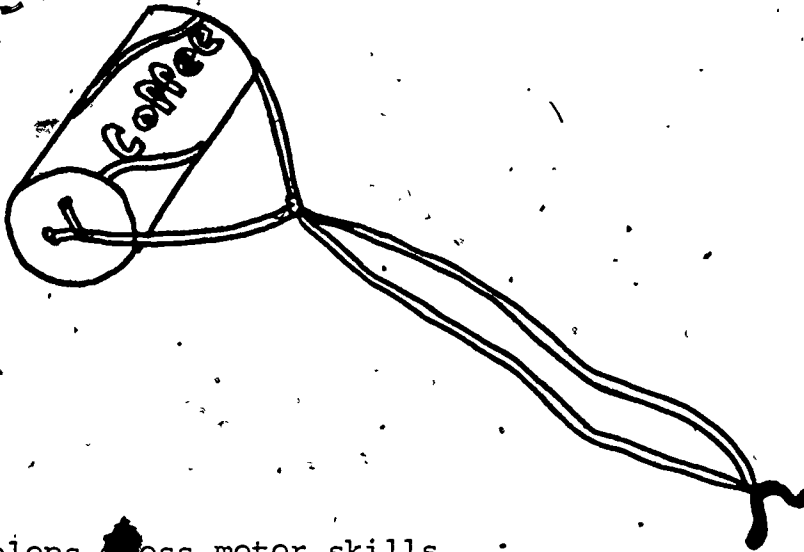
**SUGGESTED USE:**

- Place the bottles in a group on the floor
- Let the child roll the ball and hit the bottles
- Count the number of bottles that were knocked down

### EVALUATION:

Date	Can Do Alone	Can Do With Help	Cannot Do	Comments

## PULL CAN



- \* Develops gross motor skills
- \* Develops auditory discrimination
- \* Develops fine motor skills
- \* Develops vocabulary

# PULL CAN

## LESSON PLAN

**MATERIALS NEEDED:** One empty coffee can and two plastic coffee can covers  
One yard of strong string  
Marbles or pieces of metal  
White glue

**TIME TO MAKE:** 30 minutes

- PROCEDURE:**
1. Cut out both ends of the can with a can opener
  2. Punch a hole in the exact center of each plastic cover, large enough to pass the string through
  3. Place one cover on an end, securing it with glue
  4. Pass the string through the hole in the cover
  5. Place several objects such as marbles, rocks, bolts, etc. in the can
  6. Pass the string through the hole in the second cover (inside to outside) and then secure the second cover on the remaining can end with glue
  7. Pull the string ends together and tie

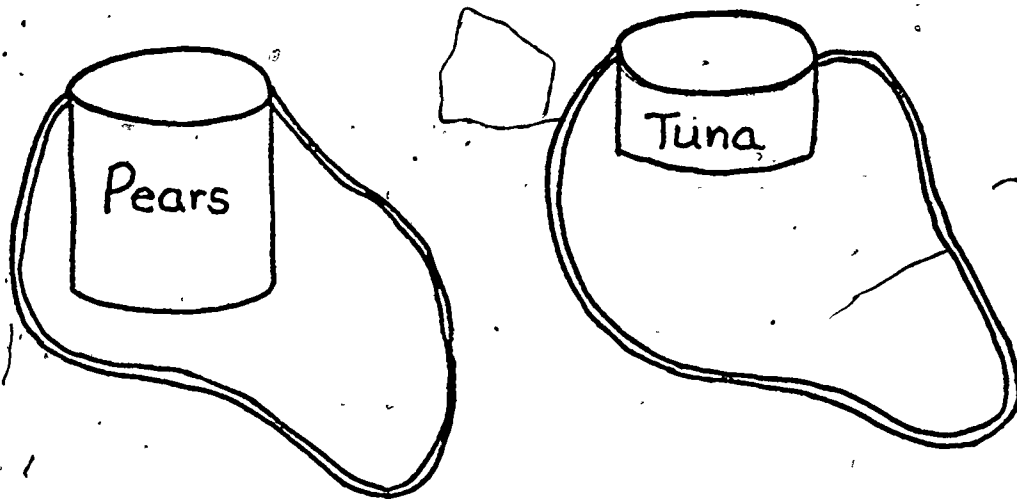
**SUGGESTED USE:**

- The string becomes a pull for the toy
- As it rolls, the objects inside the can make a noise.

### EVALUATION:

Date	Can do Alone	Can do With Help	Cannot Do	Comments

## CAN-STILTS



- \* Develops gross motor skills
- \* Develops concentration
- \* Develops coordination

# CAN-STILTS

## LESSON PLAN

**MATERIALS NEEDED:** 2 empty cans of the same size  
plastic clothes line or string

**TIME TO MAKE:** 10 minutes

**PROCEDURE:**

1. Punch 2 holes in each can with screw driver or nail. Holes need to be about  $\frac{1}{4}$  inch in diameter. Holes are on opposite sides of the can near the bottom.
2. Turn cans upside down, attach clothesline and adjust to height of child.

**SUGGESTED USE:**

- Have child walk on cans, using attached line for control. (Best use on rugs or outdoors).
- Use shorter cans for younger children.
- Use taller cans as the child becomes more skillful.

### EVALUATION:

Date	Can do Alone	Can do With Help	Cannot Do	Comments



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